



## Ravenel Elementary

150 Ravenel School Road  
Seneca, SC 29678

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	532 Students	
<b>Principal</b>	Tommy Bolger	864-886-4450
<b>Superintendent</b>	Dr. Mike Lucas	864-886-4400
<b>Board Chair</b>	Andy Inabinet	864-710-0796

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Average	At-Risk
2007	Good	Below Average
2006	Good	Average
2005	Good	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

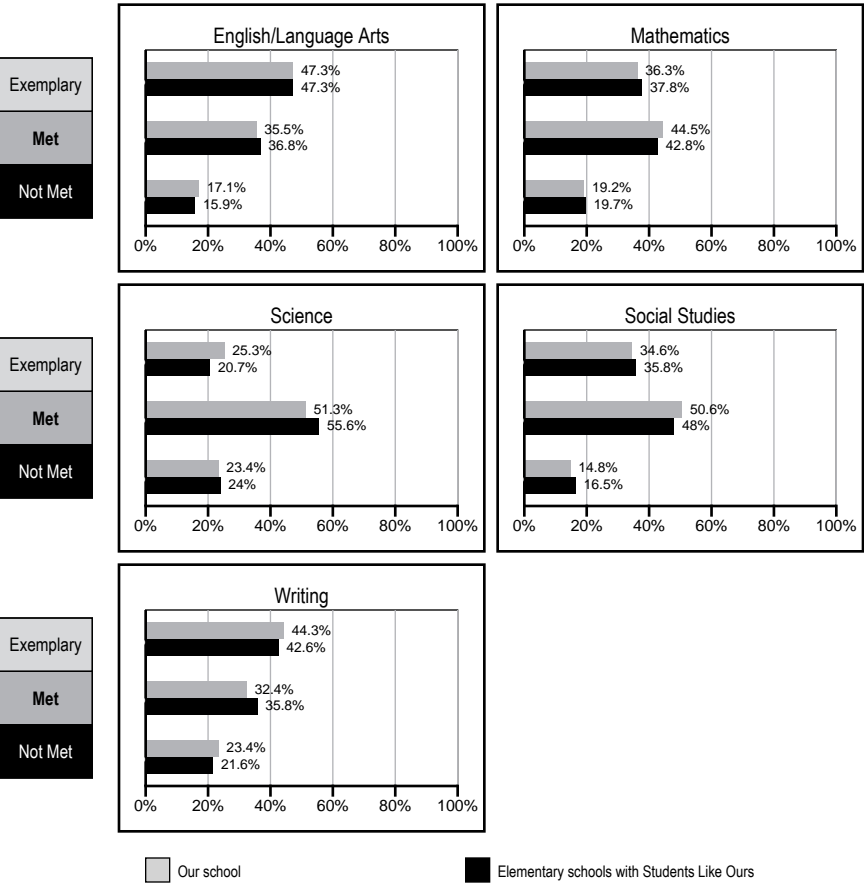
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
21	32	18	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=532)</b>				
First graders who attended full-day kindergarten	96.8%	Up from 77.5%	100.0%	100.0%
Retention rate	0.5%	Down from 1.8%	1.4%	1.9%
Attendance rate	96.5%	Up from 96.2%	96.6%	96.3%
Eligible for gifted and talented	12.6%	Down from 19.5%	16.1%	10.0%
With disabilities other than speech	5.4%	Down from 6.4%	6.6%	7.7%
Older than usual for grade	0.0%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	65.7%	Up from 61.5%	61.1%	59.4%
Continuing contract teachers	91.4%	Up from 82.1%	83.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.9%	0.0%	0.0%
Teachers returning from previous year	85.2%	No Change	86.0%	85.9%
Teacher attendance rate	92.9%	Down from 94.3%	95.1%	95.1%
Average teacher salary*	\$47,390	Up 4.1%	\$48,308	\$47,149
Professional development days/teacher	5.6 days	Down from 19.3 days	11.0 days	11.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 20.9 to 1	19.5 to 1	18.8 to 1
Prime instructional time	88.7%	Down from 88.8%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,569	Up 4.0%	\$6,674	\$7,458
Percent of expenditures for instruction**	68.0%	Down from 68.9%	70.3%	68.8%
Percent of expenditures for teacher salaries**	64.7%	Down from 65.3%	63.3%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Ravenel Elementary School strives to “Reach Every Student” by utilizing best practices in the educational process. Ravenel serves 552 students in grades kindergarten through fifth grade. We want our students to become life-long learners who strive to succeed in a competitive world despite the challenges they may face. Ravenel Elementary’s goal to “Reach Every Student” in the classroom is a top priority. Teachers use best practices such as differentiated instruction, balanced literacy, and formative assessment to engage the students in the learning process. Teachers continually use data, such as MAP and PASS, to drive their instruction. We had record-breaking goals achieved this year by students who reached over 2,000 steps in the 100 BC program and students who got over 600 points in the AR program. We implemented PASS and MAP mentoring groups with our guidance counselor for students in second through fifth grade. During classroom visits, she discussed the students’ scores on the PASS and MAP and offered strategies on how they could improve throughout the year.

Our school works to “Reach Every Student” and their family. We work very hard to make Ravenel a school where all are welcome and where the students look forward to come each day and learn in a safe environment. We hosted Family Nights this year in all academic areas including ELA, math, science, and social studies. Students and families enjoyed building books, seeing a real historic wax museum hosted by the fourth grade, and gazing at the stars with the Clemson Astronomers during these family nights. We encourage students to be physically fit as well. We have an early morning walking program each day ran by our two physical education teachers. We have the county’s biggest Jump Rope for Heart celebration where we raised money for the American Heart Association. The entire school and community enjoyed the 16th year of “Artists on the Green” where artists gather at Ravenel to demonstrate their crafts. Our guidance counselor also hosts an annual Career Day where community members come and share their trade with the students. The PTO and SIC are vital parts of our school and help Ravenel “Reach Every Student” with additional leadership and funds. PTO funds purchased numerous items for the teachers and honored them with a meal during Teacher Appreciation Week. PTO along with volunteers from our school community helped with our annual Back-to-School picnic, Variety Show, Fall Festival, and numerous everyday school activities. Several community donors have given the school over \$6,000.00 to use for purchasing school materials and new technology. The school community raised over \$10,000 for Relay for Life this year! Ravenel got the Platinum award for raising the most money in the county. We will continue to strive to live-up to our district’s motto, “Education is Everybody’s Business.” We know that community outreach and partnership with our school families will make this possible. We will continue to better our staff and therefore our students so that we will indeed “Reach Every Student” at Ravenel Elementary School.

Tommy Bolger, Principal  
Reid Thomas, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	74	31
Percent satisfied with learning environment	100.0%	85.1%	90.3%
Percent satisfied with social and physical environment	100.0%	85.1%	93.5%
Percent satisfied with school-home relations	100.0%	90.5%	80.6%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	262	100	17.1	35.5	47.3	91.4	86	82.8	Yes	Yes
<b>Gender</b>										
Male	133	100	21.5	35.4	43.1	87.7	82.7	79.3	N/A	N/A
Female	129	100	12.2	35.7	52.2	95.7	89.5	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	191	100	11.9	33	55.1	93.2	87.8	89.5	Yes	Yes
African American	53	100	32.7	48.1	19.2	86.5	76.8	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.9	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	80.8	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	31	100	61.3	22.6	16.1	58.1	62.8	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	79.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	113	100	30.7	45.5	23.8	85.1	80.7	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	262	100	19.2	44.5	36.3	85.7	82.8	78.9	Yes	Yes
<b>Gender</b>										
Male	133	100	18.5	47.7	33.8	86.9	81.2	77	N/A	N/A
Female	129	100	20	40.9	39.1	84.3	84.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	191	100	13.1	43.8	43.2	91.5	85.2	87.2	Yes	Yes
African American	53	100	42.3	44.2	13.5	65.4	68.6	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	79.5	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	31	100	58.1	25.8	16.1	54.8	54.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	79.8	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	113	100	33.7	47.5	18.8	72.3	75.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	171	99.4	23.4	51.3	25.3	76.6	69	67.5
<b>Gender</b>								
Male	93	100	22.2	55.6	22.2	77.8	67	67
Female	78	98.7	25	45.6	29.4	75	71.1	68
<b>Racial/Ethnic Group</b>								
White	125	99.2	19.3	50.9	29.8	80.7	73	79.5
African American	32	100	35.5	58.1	6.5	64.5	48.7	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	70.8	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	58.5	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	19	100	52.6	42.1	5.3	47.4	38.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	53.7	59.6
<b>Socio-Economic Status</b>								
Subsided meals	76	98.7	41.8	52.2	6	58.2	57.9	55.1

**Social Studies**

All Students	171	98.3	14.8	50.6	34.6	85.2	71.8	72.3
<b>Gender</b>								
Male	84	100	18.1	45.8	36.1	81.9	72.1	71.5
Female	87	96.6	11.4	55.7	32.9	88.6	71.6	73.2
<b>Racial/Ethnic Group</b>								
White	124	97.6	7.7	51.3	41	92.3	74.5	80.7
African American	35	100	38.2	50	11.8	61.8	55.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	66.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>								
Disabled	21	100	52.4	28.6	19	47.6	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	74	97.3	28.4	56.7	14.9	71.6	62.6	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	257	98.8	22.7	32.6	44.6	77.3	72	70.2	96.5	96.4
<b>Gender</b>										
Male	131	98.5	28.3	33.1	38.6	71.7	63.8	63.2	96.5	96.4
Female	126	99.2	16.5	32.2	51.3	83.5	80.5	77.5	96.6	96.3
<b>Racial/Ethnic Group</b>										
White	189	98.9	18.1	32.2	49.7	81.9	74.3	79.1	96.3	96.2
African American	52	98.1	40	36	24	60	59.8	57.6	97.3	97.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	83.8	86.2	97.6	97.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	65.7	62.6	96	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	98.1	97.5
<b>Disability Status</b>										
Disabled	31	100	74.2	19.4	6.5	25.8	26.4	26.1	95.9	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	62.8	61.2	96.4	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	109	97.3	37.8	41.8	20.4	62.2	62.4	58.9	96	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	104	100	22.9	22.9	54.2	77.1
	4	80	100	9.3	37.3	53.3	90.7
	5	78	100	17.6	50	32.4	82.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	104	100	25	44.8	30.2	75
	4	80	100	12	44	44	88
	5	78	100	18.9	44.6	36.5	81.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	52	98.1	38.3	42.6	19.1	61.7
	4	80	100	13.3	54.7	32	86.7
	5	39	100	25	55.6	19.4	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	52	96.2	6.1	61.2	32.7	93.9
	4	80	100	14.7	45.3	40	85.3
	5	39	97.4	26.3	47.4	26.3	73.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	102	97.1	26.6	29.8	43.6	73.4
	4	78	100	14.9	32.4	52.7	85.1
	5	77	100	25.7	36.5	37.8	74.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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